

Getting Started

*The authoritative Environmental and Corporate Responsibility
Benchmarking Programme for the Higher Education Sector*

UTC Benchmarking Programme

- What have we done to the survey and guidance notes?
- What have we NOT done?
- The Indices explained
- How to complete the survey online

HEFCE project – key HE Sector issues

Community

Reputation, economic dev, access and diversity, participation and life-long learning, partnerships and collaboration, impact of transient student population, student volunteering.

Environment

Energy use and carbon emissions, waste and recycling, student/staff travel, supply chain, water, biodiversity, the built environment.

HE Specific issues: Sustainability literacy, knowledge production/transfer.

Marketplace

Quality in teaching, research and knowledge transfer, compliance, reputation and the advancement of HE within the region, course supply and demand, graduates.

Workplace

Recruitment and retention, equality and diversity, staff performance, development and reward management, staff wellbeing and welfare, health and safety.

HEFCE project - participants feedback

- All said they benefited and wanted to do it again! *(majority returned, almost double our target)*
- The language was too corporate but they wanted to keep the comparison with the corporate sector. *(kept the BITC frame, HE guidance, new questions will be 'rolled out')*
- Helped raise the profile of the environment and CR at 'board' level. *(increase in dedicated resources, high-level involvement, UUK and advisory board, VC Reception in July)*
- Do differently next time? ...allow more time and involve more colleagues.. *(Workshops attended by approx 100 people, some HEIs represented by 3-4 individuals)*
- **“The Index provides a holistic view of the institution and highlights how all departments interrelate and need to collaborate to improve performance”** *HEFCE Project participant.*

We have...

- Kept the framework. Tweaked the language and provided HE examples, links to information in the guidance.
- Tailored the environmental impact area choice
- Added a new impact area in the CR Index

What is the CR Index?

- Management tool for integrating CR
- Framework for a systematic approach to managing, measuring and reporting social and environmental performance
- Benchmark for comparing an organisation's management processes and performance annually, and with others in the sector/Index
- Helps with internal data consolidation and cross-departmental collaboration
- Method for engaging board/council members and raise awareness of CR risks and opportunities
- Communication tool with external stakeholders

Key themes throughout the Index

- Processes in place for managing risks/opportunities
- Allocation of core responsibilities
- Effective stakeholder engagement
- Transparency and disclosure
- Impact and continuous improvement

Overview of the Index process

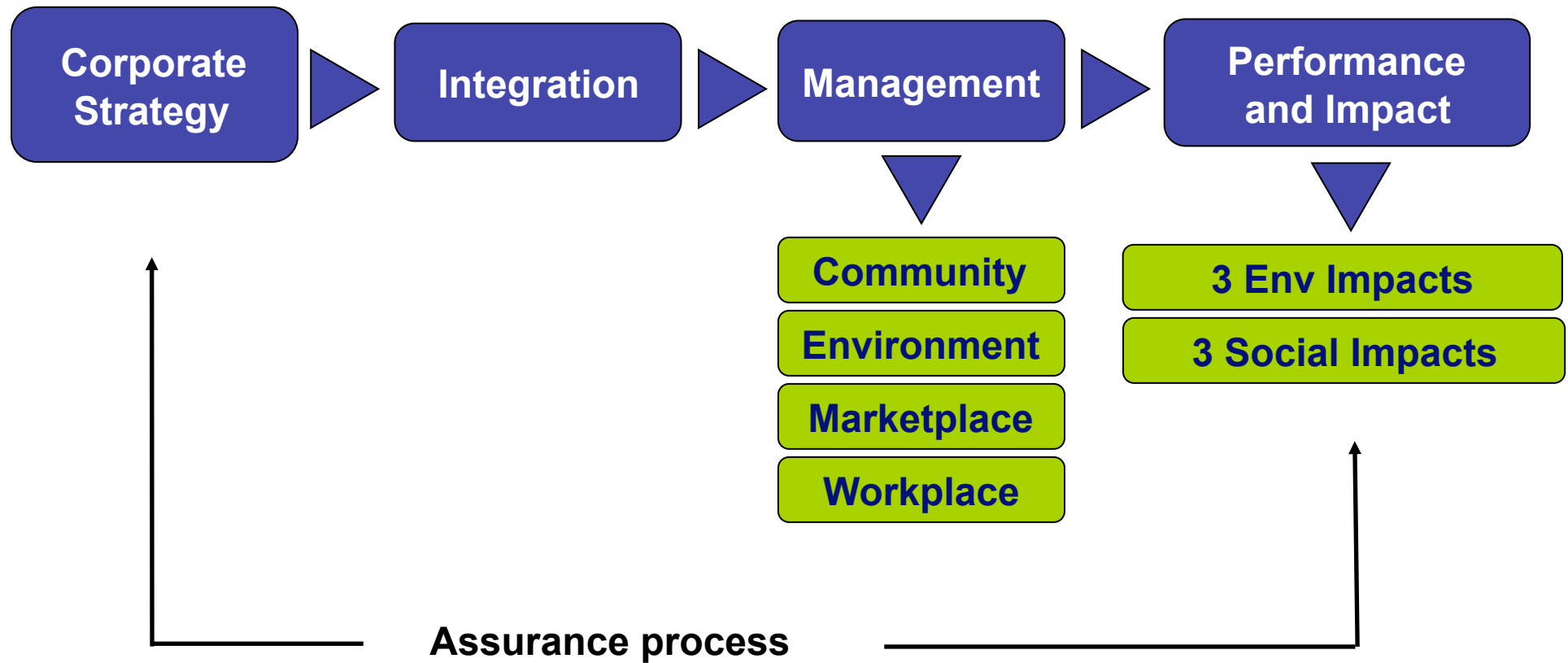
- 1. Self-assessment using online survey**
- 2. Ongoing engagement with CSR Consultancy**
- 3. Submission deadline (31st March 09)**
- 4. Submission reviews by CSR Consultancy (April-June)**
- 5. University visits, phone interviews (in June)**
- 6. Submissions finalised with universities**
- 7. Results generated using on-line database**
- 8. Feedback reports issued to universities (July)**
- 9. Sector Report and publication of programme highlights**
- 10. VC Chancellor Reception (tbc)**

**Process assured by third party
(AD Little)**

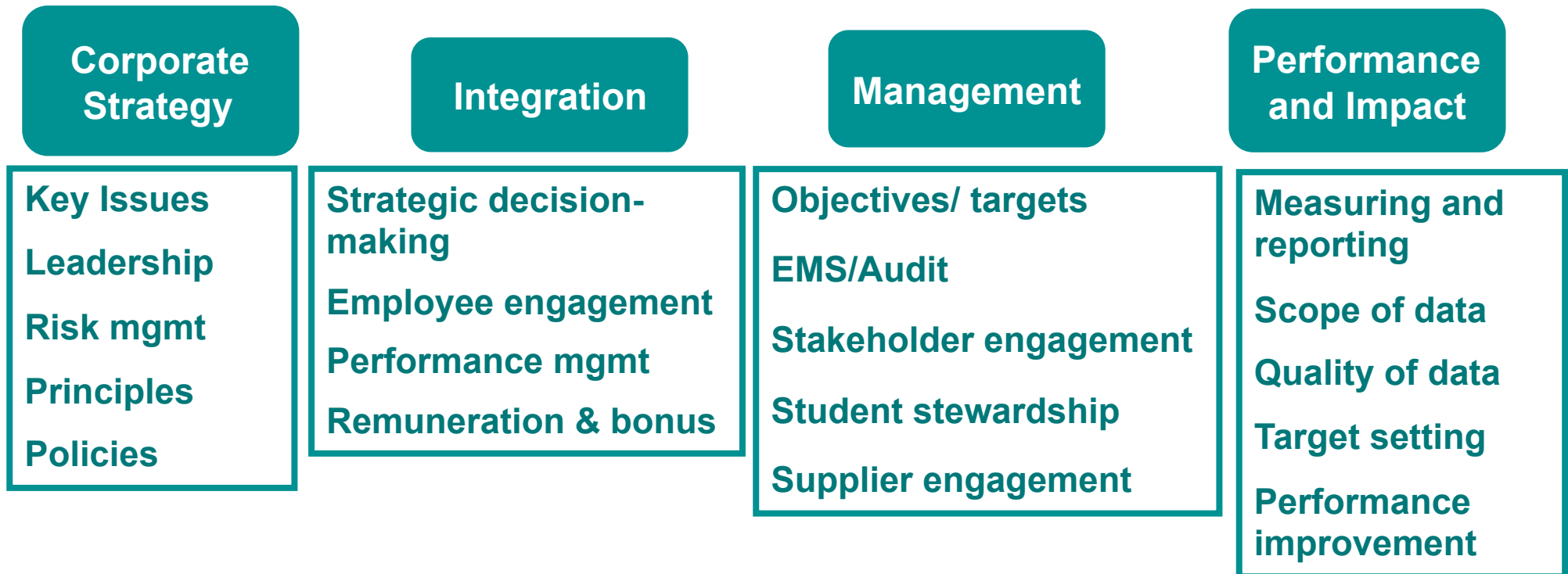
Levels of assurance

- Self Assessment Process
- Levels of Validation:
 - Supporting evidence in questionnaire
 - Assurance question
 - University visits
 - Sign off by a member of the board/Vice-Chancellor
- Overall process assured by ADL (third party)

CR Index Model



The Environment Index - Questions



Environment Index - Scoring system

1. Corporate Strategy	7.5%
3. Integration	10%
5. Environmental Management	21.5%
7. Environmental Performance & Impact	55%
5. Assurance	6%

Environment Index – Strategy & Integration

1. Key issues
 2. Leadership
 3. Risk management (responsibility & reporting)
 4. Principles (corporate level)
 5. Policy
-
6. Strategic decision-making
 7. Employee engagement
 8. Performance management
 9. Remuneration & Bonus

Environment Index – Management

1. Objectives
2. Targets
3. EMS
4. Environmental audit
5. Stakeholder engagement
 - now including endowments/investments
6. Student Environmental Stewardship
7. Supplier engagement

Environment Index – Performance & Impact

Impact Areas:

1. Climate change
2. Waste & resource management
3. Self-selected impact area

— travel

— resource use

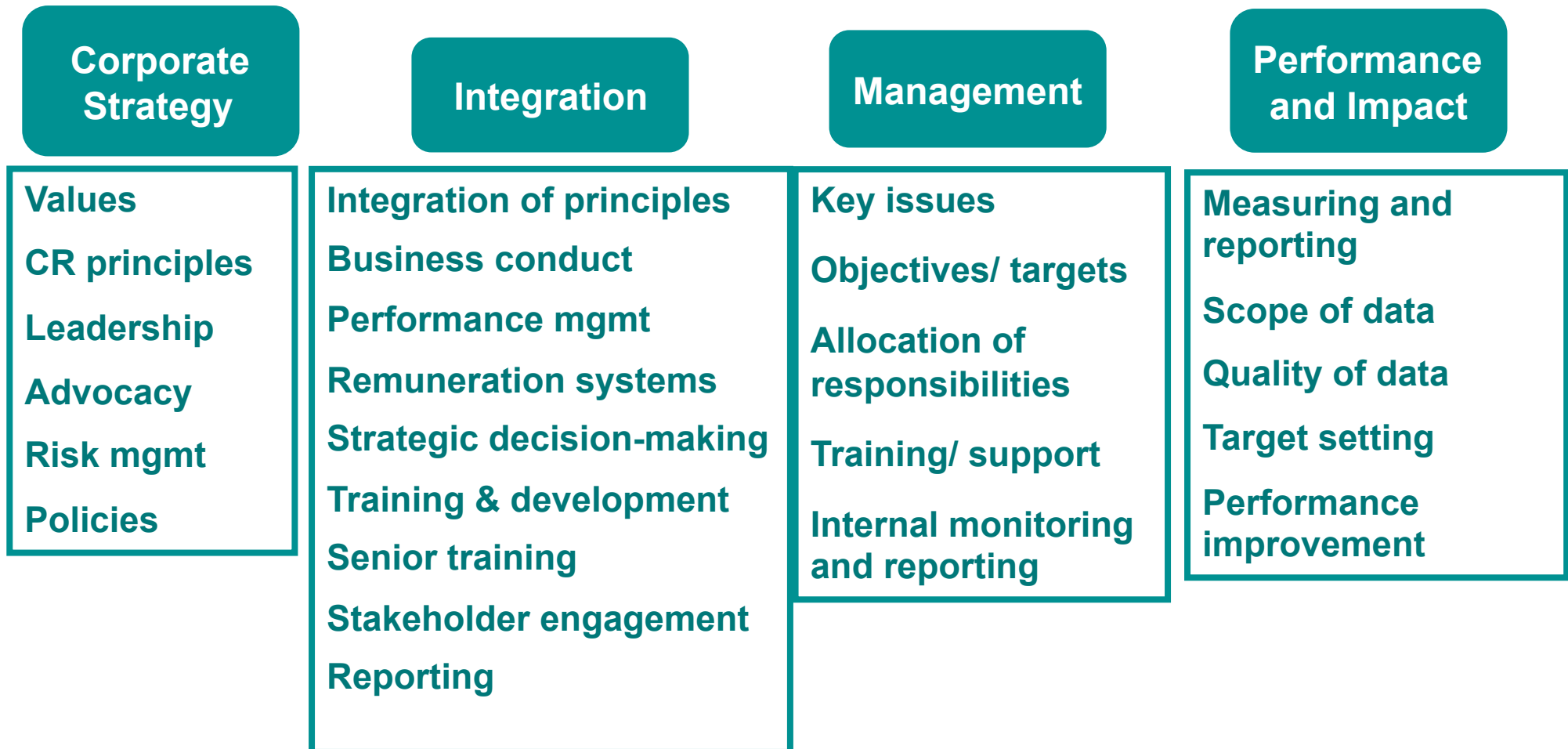
— water consumption

— design

— biodiversity

(measurement and reporting, scope and quality of information, targets and performance improvement)

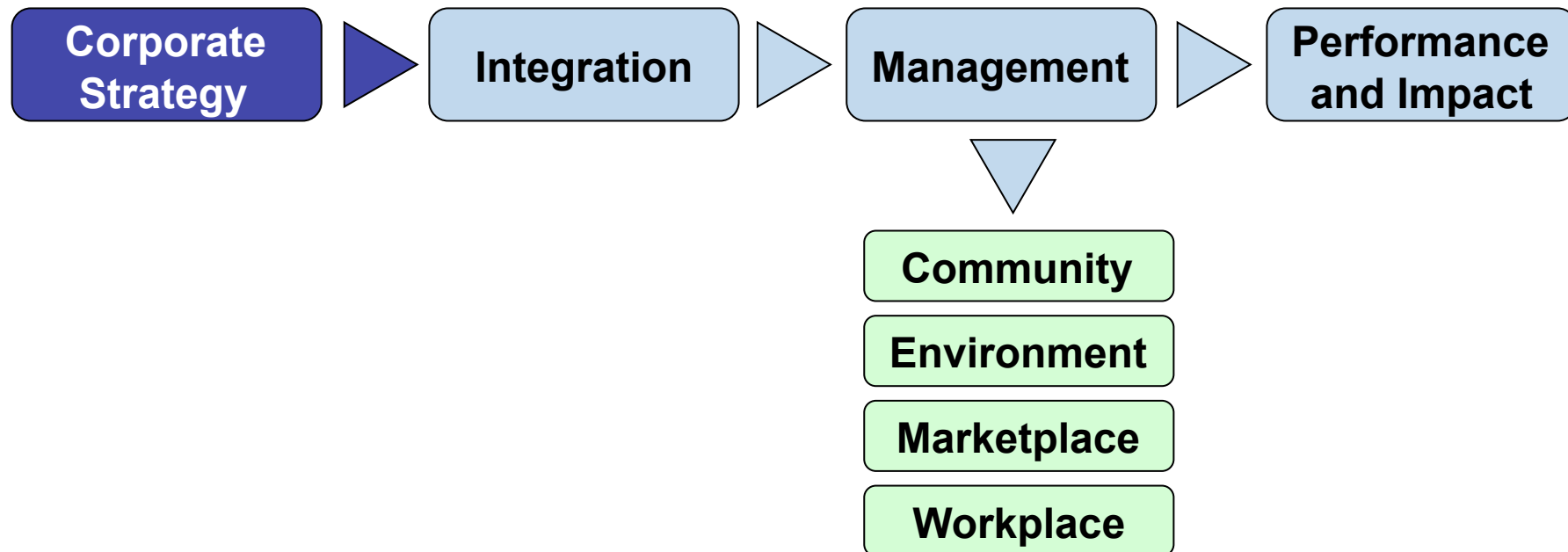
The CR Index - Questions



The CR Index - Scoring system

1. Corporate Strategy	10%
3. Integration	22%
5. Management	26%
<ul style="list-style-type: none">• Community• Environment• Marketplace• Workplace	
7. Social & Environmental Impact	36%
5. Assurance	6%

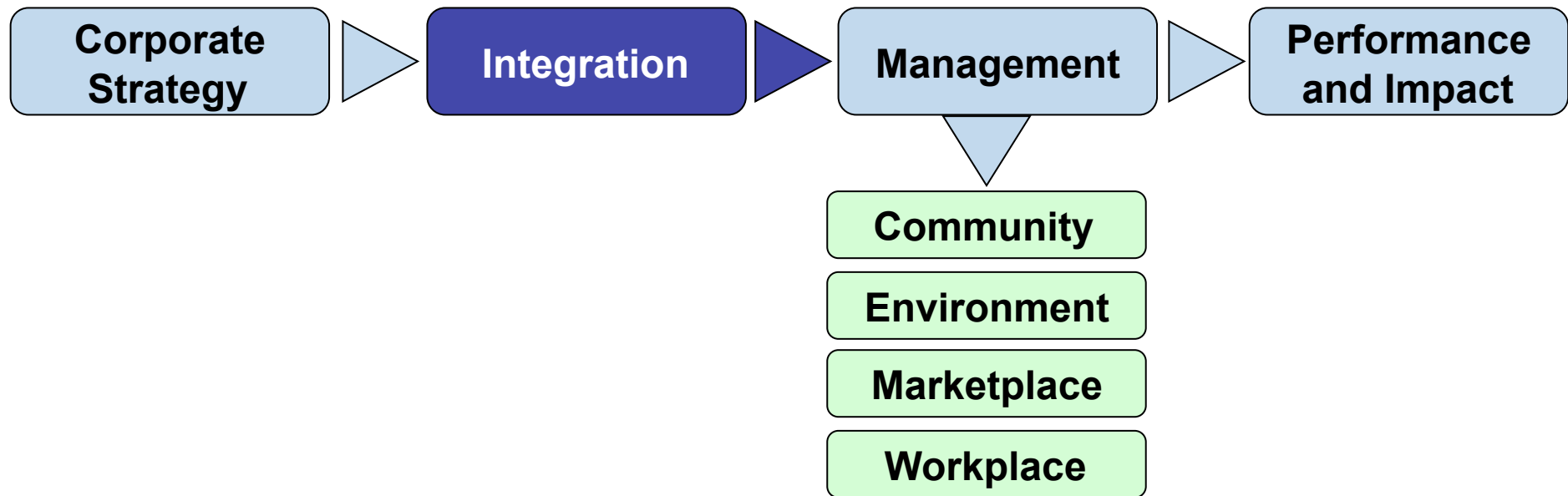
CR Index Model – Corporate Strategy Section



Questions on corporate strategy

- Q1 Corporate Values
- Q2 Corporate Responsibility Principles
- Q3 Leadership
- Q4 Advocacy
- Q5 Risk Management Process
- Q6 Policies

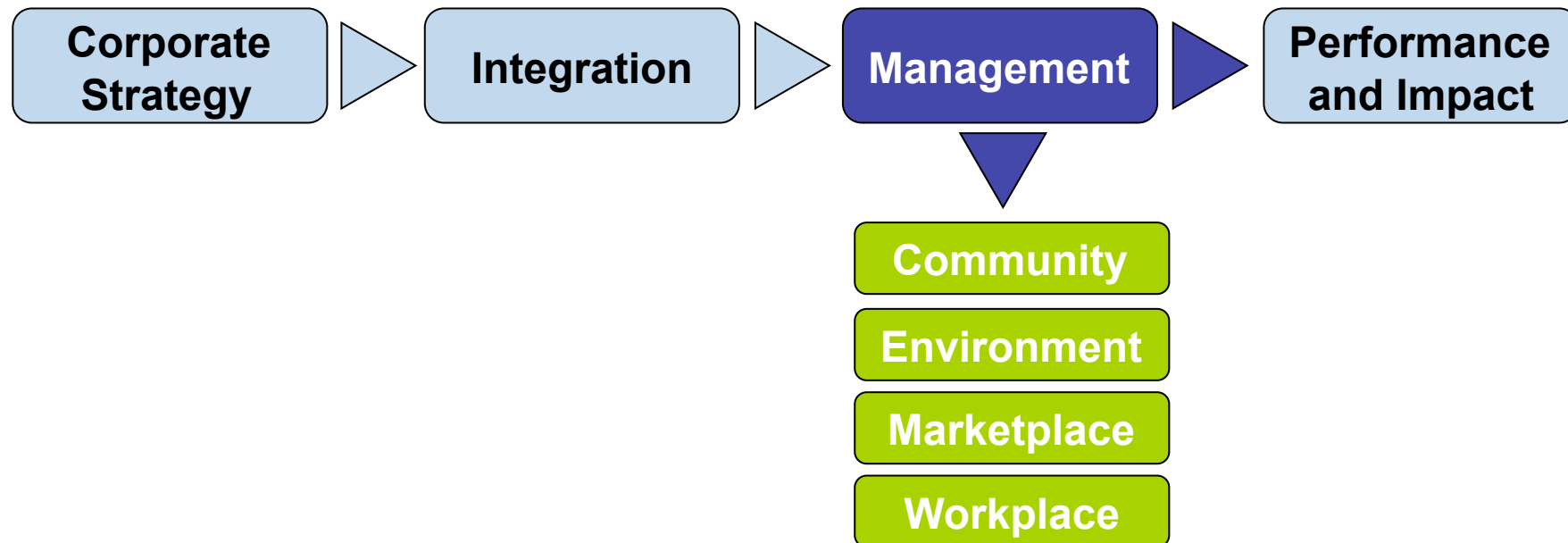
CR Index Model – Integration Section



Questions on integration

- Q7 Integration of CR principles
- Q8 Business conduct
- Q9 Performance management
- Q10 Remuneration and bonus systems
- Q11 Strategic decision making
- Q12 Training and development
- Q13 Senior management & board/council member training
- Q14 Stakeholder engagement
- Q15 Reporting

CR Index Model - Management Section

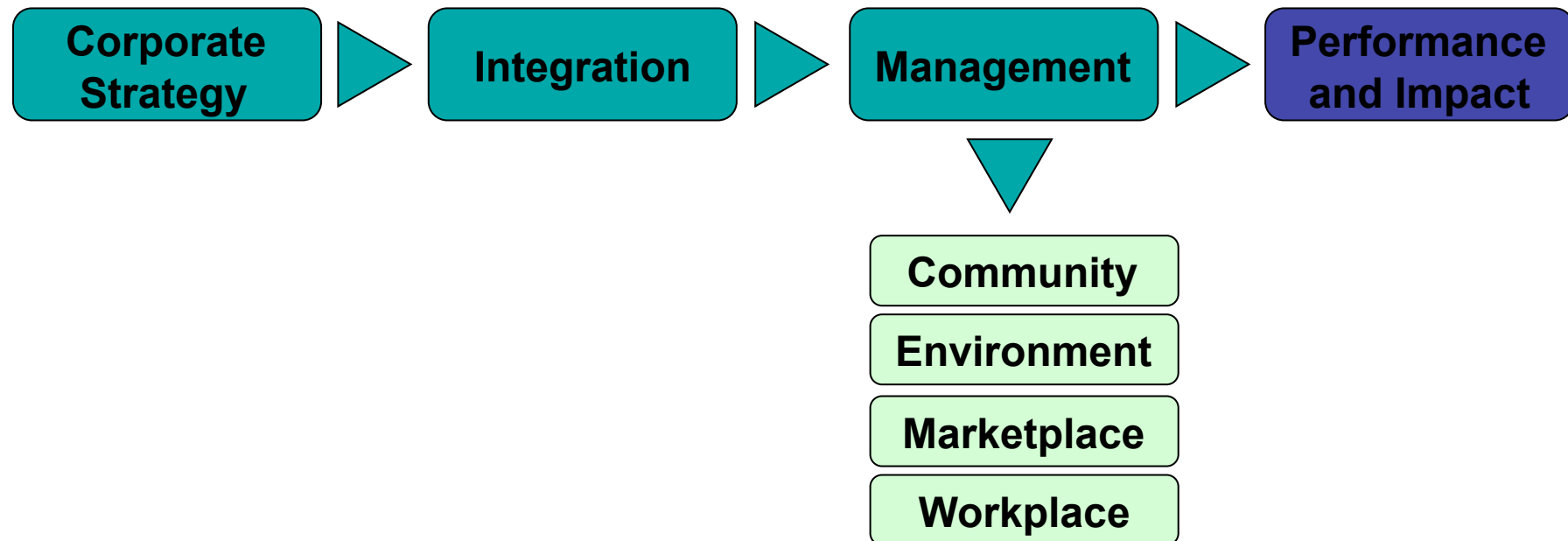


Questions on CR management

COMMUNITY ENVIRONMENT MARKETPLACE WORKPLACE

1. Key risks/opportunities for the university
2. Setting of objectives and targets to address key risks
3. Training, responsibilities, internal communication
4. Monitoring implementation of policies, objectives and targets

Section 4 - Performance and Impact Section



Questions on performance & impact

- Measurement & Reporting
- Scope & Quality of Information
- Performance Improvement & Impact

New Impact Area:

- Teaching, Learning and Research

Assurance section

Assurance requirements:

Two parts: Assurance and Disclosure

Willingness to disclose:

- Disclose confidential feedback
- Disclose full submission to other Index participants
- Disclose full submission to investment community

Presenting the results **Institution's feedback reports**

- Confidential from us to you
- Specific to the Institution
- Comparison against HE Sector
- Comparison against the overall Index universe
- Detailed gap-analysis for action planning

Using the Index feedback

- Analyse Index feedback report
- Identify areas and need for improvement
- Present issues to senior management
- Review priorities/ targets for next year
- Understand what external help is available
- Implement improvements
- Think long term

HE Sector Report and Public reporting

- EAUC and BITC conferences
- VC Reception
- “Universities that Count” HE Sector report
 - Performance bands (platinum, gold, silver, bronze)
 - Focus on sector analysis and key issues
 - Focus on movers/new entrants
 - Focus on what the numbers mean
 - Best practice examples
- Sunday Times ‘*Companies that Count*’ HE Sector equivalent...

CSR Consultancy support during the Index process

- UTC Guidance notes on-line and as a PDF
- Queries button on the survey
- E-mail Simon or Liesl
- Validation visits - reality check
- Pick up the phone

What makes a ‘University That Counts’

- = leadership and commitment at the highest level
- = policies to ensure responsible behaviours across the HEI
- = CR/SD issues integrated into strategic decision making,
- = objectives and targets set to drive continuous improvement
- = clear responsibilities defined at all levels
- = effective communication to share learning and knowledge
- = training for relevant staff to ensure delivery of objectives
- = process for stakeholder consultation and engagement
- = monitoring systems to assess and report progress
- = public reporting of key issues, targets and performance
- = willingness to disclose information and share best practice
- = SD/CR integrated into teaching, learning, and research

This afternoon...

using the on-line survey tool

www.eauc.org.uk/utc/presentations